IMPLEMENTATION OF GEOGRAPHY CURRICULUM IN
PUBLIC SECONDARY SCHOOLS IN KILIFI COUNTY, KENYA

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REQUIREMENT FOR THE AWARD OF DEGREE OF MASTER
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DECLARATION

I declare that this research project is my original work and has not been presented in any other institution for consideration of any certification. This report has been complemented by referenced sources duly acknowledge. Where text, data (including spoken words), pictures, graphs or tables have been borrowed from other sources including the internet, they are specifically ascribed and reference cited using the current edition of APA system and in accordance with anti-plagiarism regulations.

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To my beloved son Noel Christian Mogire
ACKNOWLEDGEMENT

First, I sincerely thank the Almighty God for granting me the courage and wisdom to successfully accomplish this work. I wish to acknowledge the effort and support of my supervisors, Charles Magoma and Dr. Jackline Nyerere for professional assistance and motivation they gave me during the research period. I give recognition to Department of Educational Management, Policy and Curriculum Studies staff, for their incredible efforts, guidance and moral support that enabled this project research to be successful. Mr. Antony Bojana deserves gratitude for editing the lexical setup of the project.

I also thank my family especially my parents for supporting my idea to pursue further education; mum and dad your efforts have finally paid off. I wish to finally express my gratitude to all those who contributed towards the completion of this project with special thanks to my colleague Mr. Murithi Murega for his tireless support and guidance having passed through this road before. May God bless you!
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<th>Description</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome.</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immune Deficiency Virus</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Council for Science, Technology and Innovation</td>
</tr>
<tr>
<td>T Q M</td>
<td>Total Quality Management</td>
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</table>
ABSTRACT

Since geography aims at enabling the learner to have knowledge about the natural human environment and sustainable development, adequate preparation of the student is the subject is essential. This study aimed at establishing how geography is being implemented in public secondary schools. The study was conducted in Ganze Sub-County of Kilifi County, Kenya. The study targeted 10 public schools which had presented candidates for KCSE. This includes boarding school for girls and another one for boys, 3 missed day boarding and 5 mixed day secondary schools. The study respondents were 10 principals and 26 geography teachers. For the observation, all the ten schools were used. Stratified random sampling technique was used to select 10 secondary schools. Questionnaires and interview guides were used as research tools for collecting data. Piloting was done to determine the validity and reliability of the research tools. The collected data first edited coded and summarized based on the specific categories for analysis. The data was analyzed using descriptive statistics such as frequencies, percentages, mean and standard deviation. Frequency tables, bar graphs and pie charts were used to analyze the data. The study findings showed that 96.2% of the teachers interviewed were not involved even though they believed teacher’s role is important in curriculum implementation. The study revealed that such teaching and learning resources as textbooks, teacher’s guides, photographs, maps were available in schools but were inadequate. Challenges which were collected include incomplete syllabus coverage, inadequate teaching and learning resources, lack of knowledge on how marking is done, inadequate tie allocated to geography despite its wide syllabus. The study concludes that poor management in schools by the principals demoralized the students and geography teachers. The study recommends that fieldwork should be adequately budgeted for change of methodology. Teachers should be invited and trained to be KNEC examiners.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Background to the Study

Clifford (2011) points out that the teaching of Geography has four aims. The primary goal is to prepare the young people by imparting essential knowledge to them which will consequently enable them to comprehend the place they live in and their interaction with people, physical environment. Second, teaching Geography aims to establish and enable the young people to develop the essential skills required to conduct geographical study entailing enquiries or research, map work and fieldwork. Third, teaching Geography aims at stimulating the interest of the young people in order to boost their courage and appreciation of the world around us. Finally, the content in Geography seeks to create a sense of concern of the surrounding environment, capability and willingness to take positive measures towards protecting the worthiness of the environment.

Academic performance is one of the most important measures of learning attainment in education. It is through tests-both formative and summative -that progress made by the students in their studies can best be gauged. Success in education is increasingly being equated with good performance. Education is the pillar for socio-economic development which enhances the productivity of the society. Further, education assists to curb poverty by managing its impacts on population, health and nutrition. Reforms related to Education in African countries have fostered towards rendering education as the driver for national development (UNESCO, 2006).
The 8-4-4 curriculum provides various subjects to the students and each of these subjects are distinctive and significant in their own way. Knowledge and attitude are highly poised to prefer career-based subjects in secondary schools.

According to Kimani (1991), the strong basis of scientific and technological advancement depends on Geography and Kenya as a nation, must embrace science and technology disciplines in order to achieve her vision 2030.

Geography forms one of the core subjects in Form One and Two but becomes an elective subject from Form Three as advocated in the 8-4-4 system of education. After Kamunge report of 1988, the curriculum revision of 2002 led to the realization of content in the subjects focusing the modern issues in the society following the reorganization of various sections in the curriculum (MoE, 2008).

The importance of Geography has been underscored by the Geographical Association (2011) as having a distinctive role to play in the school curriculum though perceived as it has compromising potential and promise. Geography ought to be considered as a resource that can enable students to better comprehend their world and surrounding environment which majorly needs learner-centred, designed teaching methods and suitable teaching and learning materials (KICD, 1990).

According to Egunyoni’s (2006) observation, education was recognized as the gear towards the growth and development of a sustainable world and a booster of human welfare. In a similar case, the World Bank (2003, cited in Egunyoni, 2003) advocated that:

Education is a determinant of development in the society as it creates opportunities, curbs the burden of poverty, helps in disease control and
prevention and transforms the society as a whole. It acts as the economic pillar as it prepares citizens who will be able to compete and perform effectively based on skills which eventually open doors for both economic and social prosperity (pg. 15).

Geography is recognized as a discipline with respect to its relevance and its great repute by many scholars. For instance, in Nigeria, a lot of works have been documented advocating the professions and the roles of Geographers in the society (Felliman et al., 2005; Ologe, 1978; Adtuberu, 1984; Akande, 1982; Areola, 1978, Ofamata, 1982; Aderogba, 2001).

The Kenyan government has focused on the expansion of education sector since independence due to its role in social, political and economic growth and development. According to Sifuna and Kiragu (1988), the highest priority in the entire education sector has been in the area of secondary education. According to World Bank (1990), secondary education is crucial to development because it provides learners with a bridge to highest education as it prepares them for employment and enables them to continue learning through their lifetime. Following Kamunge Report (Republic of Kenya, 1988), the government became committed to attaining high quality education by stressing the policy on Education for All to meet the societal needs (EFA, 1980).

Oluoch (1982) observes that elective subjects should be made available as this is one of the best ways of taking care of variations in schools and making education relevant to more people. Geography is one such subject in secondary school curriculum. However, it has been noted that its performance in KCSE has been comparatively declining in relation with other humanities such as Christian
Religious Education (CRE) and History and Government. The primary aim of the current study was to establish the determining factors of effective implementation of Geography curriculum in the KCSE in Ganze Sub-County, Kilifi County.

In Kenya, the major parameter used to measure educational output is performance in examinations (Ochieng’, 2013). This performance is, however, achieved after the various inputs into the educational process undergo educational production process. These education inputs used in the education process include but not limited to the student, the teacher, teaching-learning resources, the school facilities and the school environment. It is notable that a healthy interaction of the given inputs results into good performance. How has the interactions been in the Geography subject?

Thomas (1961) observes that the recipe for making Geography interesting and even fascinating is simple. All that is required is thorough human subject matter presented from child’s point of view, supplemented with as much illustrative material as possible and spiced with teacher’s enthusiasm.

It is evident that studies on Geography curriculum implementation are limited. Moreover, while some schools realize high grades and performance in Geography, some schools still show poor grades in national examinations. According to Maoga (2007), the number of students who register Geography at Form Three is relatively lower than the number registering other humanities such as History and Christian Religious Education (CRE). Kenya National Examinations Council (KNEC) notes that there was a tremendous decline in student enrolment in Geography as confirmed by the Ministry of Education (2005). The current study was done in Ganze Sub-County which has persistently recorded poor performance as evidenced by the Sub-
County KCSE results of the 2010, 2011 and 2012. Table 1.1 shows a comparison in performance in humanities at KCSE in Ganze Sub-County.

Table 1.1: Comparison in Performance in Humanities at KCSE in Ganze Sub-County 2010 – 2012

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GEOGRAPHY</th>
<th>HISTORY</th>
<th>CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>7.92</td>
<td>9.5</td>
<td>8.8</td>
</tr>
<tr>
<td>2011</td>
<td>8.0</td>
<td>9.2</td>
<td>8.9</td>
</tr>
<tr>
<td>2010</td>
<td>8.5</td>
<td>8.9</td>
<td>8.6</td>
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Source: Ganze Sub-County Quality Assurance and Standards office (2012)

The results show that the subject has recorded a declining performance in the national mean scores in the national examinations in Ganze Sub-County for the three years. There are several factors which have contributed to this comparative declining performance in Geography in Ganze Sub-County. The current study focused on the process of curriculum implementation. It sought to establish how the Geography curriculum is being implemented in public secondary schools in Ganze Sub-County.

1.2 Statement of the Problem

Geography is important to study since the country’s social economic development is crucial to the realization of vision 2030. Therefore, the choice of geography as an examinable subject stands out because of its role in the development of the country. The decline in enrolment of students in geography in secondary schools is of great concern among teachers, parents and education stakeholders. There is shortage of comprehensive factors influencing the implementation of geography in secondary schools. There is need to assess key factors that influence the student’s enrolment in secondary schools and the poor performance.
Factors such as availability of teaching and learning resources among others. The study is set to investigate how implementation of geography curriculum is done in Ganze Sub-County.

1.3 Purpose of the Study

The purpose of the study was to establish how geography is being implemented in public secondary schools in Ganze Sub-County and make recommendation to the policy-makers as agents of the government as well as all education stakeholders with an aim of improving geography in Ganze sub-county.

1.4 Objectives of the Study

This study was guided by the following objectives:

i) To find out the role of the school administrators in Geography curriculum implementation.

ii) To assess the adequacy of teaching and learning resources in implementing Geography curriculum.

iii) To examine the approaches used in the implementation of Geography curriculum.

iv) To find out challenges Geography teachers face in the process of implementing Geography curriculum.

1.5 Research Questions

The following research questions were answered by the study:

i) To what extent does educational management affect the implementation of Geography curriculum?
ii) What are the Geography teaching and learning resources available in public schools in Ganze Sub-County?

iii) Which methods are used in the implementation of Geography?

iv) What challenges are facing Geography teachers in the process of implementing the Geography Curriculum?

1.6 Significance of the Study

Geography curriculum was introduced to enable student’s to acquire sensitivity and consciousness towards the environment and provide relevant knowledge of concepts and principles required in any sort of work so as to participate more actively in developing the economy.

According to Owen and Ryan (2001), Geography aims at producing functionally literate graduate (manpower) who can participate in national planning and research especially in resources development and management, urban renewal and research on issues of policy. Renner (1997) affirmed that degeneration of land, fresh water and marine resources will become more pronounced with the onset of global climate change while environmentally induced conflicts are likely to intensify if there will be shortage or absence of skilled personnel to handle matters of natural resources management and conservation.

The attainment of these objectives is hampered by factors that affect student’s enrollment in geography, a core subject in matters that deal with the environment. This study sought to provide empirical data on how selected factors related to the teacher, the learner and the school environment affects enrolment of boys and girls in geography in secondary schools in Ganze Sub-County. The Kenya institution of
curriculum development (KICD) and Kenya National Examinations Council (KNEC) may benefit from the study as additional data may be available for designing Geography curriculum and evaluation decision. The Ministry of Education may benefit with regard to training and distribution of geography teachers as well as in the procurement of learning teaching resources based on the findings of this study.

The state of the Kenya secondary schools in terms of facilities and resources for teaching of geography will be assessed and possible solutions identified. Besides this subject, teachers will be in a position to adjust their instructional methods with the aim of arousing interest in geography among students.

The results of the study will also influence scholarly research, theory and practice leading to educational interventions on the factors influencing selection of geography by students in public secondary schools.

1.7 Limitations of the Study

Many of the respondents feared to respond truthfully to the questions posed in the questionnaire due to what they perceived as a sensitive area. The researcher assured them of strict confidentiality of the same.

1.8 Delimitations of the Study

The study was delimited to secondary schools in Ganze Sub-County in Kilifi County because of the poor performance in Geography subject that has been always been recorded. The study has investigated the factors influencing the performance in
general. It has also been delimited to the Geography teachers and their respective principals who determine resources allocation.

1.9 Assumptions of the Study

The following assumptions were made during the study:

The respondents honestly answered the questions.

All secondary schools would be using the national Geography curriculum developed by KICD that all the teachers are skilled.

1.10 Theoretical Framework

1.10.1 Locke’s Goal Setting Theory

The study was guided by goal setting theory which was developed by Locke and Lathan (1990). The theory advocates that accomplishing goals relies on such useful elements as Specific, Measurable, Attainable, Relevant and Time bound (SMART).

Based on task motivation and incentives, Locke stated that students are motivated by clear goals and effective feedback. Improved performance among students entirely depends on working towards the specified goals and motivational factors. Characteristics of successful goal setting was outlined and reinforced in Locke’s work as illustrated in Figure 1.1.
To motivate, goals must have five principles: clarity, challenges, commitment, feedback and task complexity. In clarity principle, goals which are ambiguous and unclear are set measurable to enhance clarity. This is done to improve the outcome of a team. Based on the context of this study, reducing poor grades such as Ds and Es in exams or students should be encouraged to get quality grades such as Bs. SMART approach should be used to assist in making goals specific, measurable and time bound. The second principle is challenge which bears the trait of goals. More challenging and difficult goals are highly rewarded to increase motivation, enthusiasm and drive towards achieving the goals.

Commitment is the third principle in goal setting theory. In this principle, goals ought to be comprehended and the individuals given chance to make their decisions.
Students are likely to put more effort in achieving the goals if they are given opportunities to participate and contribute their ideas.

The forth principle is feedback. Feedback gives chances to adjustments of goals after observations. It is, therefore, significant to provide a benchmark target to allow self-determination among individuals. Thus, SMART goals are measured towards creating clear feedback.

Task complexity is the last principle in goal setting theory. A high level of motivation is created among the people with complicated work. Thus, a special care is taken to ensure that work doesn’t become overwhelming for highly complex assignments. This principle reinforces that attainable part of SMART.

1.11 Conceptual Framework

![Conceptual Framework Diagram]

Source: Researcher, 2016
A conceptual framework is a model of presentation where a researcher represents the relationship graphically and diagrammatically (Orodho, 2004). This gave an overview of the relationship between the variables to be tested and their effect on curriculum implementation. In the framework, the independent variables are; teachers involvement in curriculum development, teaching method, use of teaching and learning resources and curriculum support from administration. The dependent variable is the effective curriculum implementation and the intervening variables were the school environment which consist of the students’ determination and attitude towards geography as a subject

1.12 Operational Definition of Terms

**Content:** Refers to range of knowledge formulated through the objectives supposed to be achieved by the curriculum.

**Curriculum Design:** It is the way in which elements of the curriculum are arranged under the three dimensions of the school curriculum in order to facilitate learning. It tries to organize educational experiences in order to achieve the aims and objectives of education.

**Curriculum Development:** Refers to either official or unofficial, procedure of designing or revising a curriculum for the aim of achieving the educational goals.

**Curriculum Evaluation:** Refers to a process which involves collection, analysis and interpretation of data using specified criteria like testing using direct observation of a behaviour, using essays, objectives questions etc. to determine if the curriculum objectives are being or have been achieved.
**Curriculum Implementation:** The procedure of putting intended use of what has been planned for with respect to learning and teaching activities involved in geography in schools.

**Curriculum:** All planned experiences an individual goes through that enable him/her to acquire relevant and desired knowledge, skills and attitude that make him fit in the society.

**In-service Training:** Training offered to the trained or untrained persons who are already employed as teachers. It helps to equip teachers with new developments in the curriculum and to advance knowledge and gain experiences.

**Instruction:** Entails the activities which occur during the interaction between the teacher and the learner.

**Learner-Centred Approach:** A method which treats the learner as the focus in the development of curriculum which is established around the needs, interests and expectations of the learners.

**Methodology:** Techniques of instruction used by teachers during the teaching and learning process in classrooms.

**Teacher:** Refers to the centre piece character who imparts knowledge and skills based on the subject content by organizing and managing learning experience and the learning environment of learners.

**Teaching/Learning Resources:** Refers to those resources such as textbooks, videos, personnel, finances among others which teachers use to assist students in meeting the learning objectives.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the literature review related to teaching and learning resources, strategies used in Geography curriculum implementation and issues related to Geography implementation among teachers. The chapter also identifies and fills the gaps that were not covered by other scholars.

2.2 School Administrator

Issues related to administrative and other management are to a greater extent, essential in the implementation process of the curriculum based on the funds allocation for teaching and learning resources, teacher qualification, promotion of teachers, social relationship, reward policies and working environment.

The success of provision of quality education in the National Examination depends upon the quality of school managers. In most cases, schools are given students of high aptitude, have qualified teachers, have required facilities and students pay fees in good time and yet the school performs poorly. The performance may be due to poor organizational and administrative structure. At another point, Olembo (1997) attributes dismal performance as a significant dependent variable to the ignorance of the head teachers in most schools.

Following the first and rapid education expansion, headteachers with no experience have been appointed to perform duties in various schools (Shantz & Rideout, 2003) Principals can influence teachers’ involvement in curriculum implementation through supervision which involves giving directions and delegating duties to
teachers in accordance to MoE towards ensuring that teaching aids are suitably used and schemes of work are consistent with the teachers’ lesson plans. In his responsibilities, the principal also holds staff meetings necessary in decision making which can assist in proper assessment and evaluation of the teaching/learning resources in schools.

According to Laurrie (2007), the principals are the pillars with the final appeal and allocate materials, space and equipment towards the facilitation of teaching and learning of Geography. Teachers are liable to collide with the principal’s prerogatives when they try to wrest greater control of working environment.

Moon and Mayes (1994) in their study advocated that despite the teaching activities in schools, professional teachers are answerable to parents. Blasé and Kirby (1992) note that an effective principal is one who decides on the suitable methods of enhancing instruction in order to improve teacher’s skills and knowledge, and establish opportunities for professional development through in-service training. With regard to the role of principals in curriculum implementation, Blasé and Kirby (19920 further identify effective principal should praise teacher’s efforts, convey high expectations for teachers, state the school objectives, involve teachers in decision making through respecting opinions during meetings and provide opportunities for teacher training during service.

Achola (2003) states that the principal should recognize teachers’ welfare through giving teachers leave absence and planning for the both short-term courses offered through seminars and long-term courses which can take longer. This would assist in organizing physical facilities and create the friendly school environment through
effective provision of revision tools, maps, globes and finance for geographical trips. According to Alfred and Hess (1992), developing teachers in their profession assist in promotion, compensation and capacity for decision making which is consequently significant in curriculum implementation process.

It is clear that in-service training is important for enhancing teacher’s profession in terms of status and knowledge. However, it is not clear whether teachers are given chances for professional development. Maoga (2007) points out that teacher professional development should be carried out taking care of the current trends of education. Maoga (2007 in his study further recommended that new teachers ought to be inducted in various schools where Geography is implemented by untrained teachers. As well, headteachers and education officers ought to ensure regular seminars and workshops for all Geography teachers to refresh on the contemporary issues related to teaching Geography.

Various studies have dealt with the question of performance from the socio-economic background and have barely focused the quality factors such as the styles of principal’s leadership. The current study attempted to investigate the role played by the administration in improving performance in Geography in public secondary schools.

2.3 Curriculum Materials used in Teaching and Learning Geography

Effective teaching of Geography relies on the adequacy of such basic resources as books, laboratories and visual and audio-visual teaching aids. Schools are characterized by the provision of adequate textbooks for reference, revisions and preparation among students (Songole, 1999). This eventually determines the
performance among students enrolled in different schools. It is, therefore, significant to have in mind that schools with abundant resources should adequately utilize them towards achieving the set goals. On the other hand, schools with limited resources may utilize what they have effectively and these boost learning and performance despite the deficiency in material provision.

Based on the adequacy of learning resources, MoEST (2003) reported that there is a shortage of equipment, textbooks and physical facilities in most public schools. The most limiting factors to implementation of the curriculum in Kenyan secondary schools are textbooks and learning materials (Technical Working Group, NY). Nevertheless, schools which are equipped with adequate textbooks, laboratory apparatus, teaching and learning resources are more likely to record higher performance in Geography as compared to those schools which lack the facilities (Angura, 2003). A study on the impact of availability of educational resources on pupils’ performance by Chepkurui (2004) revealed that availability of textbooks was the major factor affecting performance in schools.

Learners’ cognitive can be enhanced through: more spending to provide adequate textbooks, increased teacher-pupil ratio, improved teacher education and school facilities (UNESCO, 2005). Aroni (2007) also notes teacher quality, teaching-learning materials, offices, libraries, infrastructure, workshops and toilets, laboratories are determinants of students’ performance. According to Singole (1999), suitable textbooks enhance success of success of curriculum implementation of any subject taught in secondary schools. This is accompanied by the provision of basic materials such as reference materials, kits of newspaper articles, maps, photographs, diagrams, slides, films, weather stations, laboratories and workshops.
Furniture, libraries, textbooks, students’ writing materials and teacher quality are necessary towards a successful curriculum implementation in secondary schools (MoEST, 2003). Better physical facilities such as classrooms, laboratories, desks and libraries produce better students’ performance in examinations (Kathuri, 1996). Eshiwani (1993) reveals that educational resources are responsible for academic difference between schools. This study investigated the adequacy of resources in secondary schools as it was not clear whether teaching resources were insufficient in most schools despite the major role they play in curriculum implementation.

2.4 Teaching Methods in the Implementation of Geography Curriculum

Geography is practical thus, teachers are encouraged to be practical and from time to time to use different techniques such as games, groupwork, projects, fieldwork, showing slides, simulations and discussions for these are methods that foster skill development (Republic of Kenya, 2006). Teachers need to carefully select suitable ways of teaching and learning Geography with respect to the subject content they wish to teach. The following section discusses various methods that can be adopted and employed in teaching Geography.

2.4.1 The Expository Approach

In this approach, the teacher is the centre piece in which he/she gives verbal explanation using chalk and chalkboard while the learners listen. This method is insufficient and limited since it is more of abstract and theories and less practical (Kiboss, 2002). Good commanding language and ability to write clearly on the chalkboard by teachers leads to effective dissemination of information to students. In this approach, the teacher gives out what he has in content through reading notes to students, and practically makes all decisions related to sequence, pacing and style
of information dissemination. Seemingly, the teacher knows everything while the students are blank.

2.4.2 Lecture Method

In the lecture case, the instructor uses gesture, movement, facial expression and eye contact to enable acquisition of knowledge among learners (Davis, 1983).

Even though it may be unsuitable to instruct students in secondary schools, lecture method is good for large groups and presents factual material in logical way (McCarthy, 1992).

Lecture allows the pupils to train in rapid note taking even though this is highly influenced by the individual indifferences (Kochhar, 2000). Lecture involves effective presentation in imparting knowledge which is appropriate for fast learners (Sullivan & McIntosh, 1996).

2.4.3 Discussion

Discussion involves a free verbal exchange of ideas between the teacher and students. Students are allowed to have a prior knowledge in basic concepts related to the topic to be discussed in future (McCarthy, 1992). According to McCarthy (1992), strengths of class discussion include pooling ideas and experiences and allowing mass and active participation among learners. The method is suitable for an issue in which there is a difference of opinion (Kochhar, 2000).

Discussion is an integrative/interactive approach to learning and it is significant in learning subjects as it assists students to process data instead of just receiving it. The role of a teacher in a discussion is to be a facilitator and to let students share ideas
and pool resources. However, the less the teacher talks the better. Discussion method offers opportunity for a good deal of pupil activity and feedback and could be more effective than typical lectures in developing concepts and problem-solving skills. Hence, integrative strategies enhance interaction process in class. Bloom (1976) found that in discussion session, college students were more often relevant to the subject matter than in lecture session.

The superiority of such student-centred discussion, in prompts favourable attitude towards the subject as a whole and influences positive attitude towards specific issues within the subject matter.

According to Roberts (1996), higher levels of students achievement for all types of students can be related to interactive teaching in which the teacher directly works with groups of students. Provision of feedback to students is also essential for intervention and evaluation during the teaching-learning process. Hence, co-operative classes are likely to have a greater achievement than in the controlled classes.

2.4.4 Integrated Strategies

These are strategies that involve both the teacher and the learner. It is recognized that how teachers teach is not simply a matter of efficiency or philosophy (Joubert, 2001). Indicators of collaborative work involve small groups or teams. Class size and sitting arrangement are indicative of learning situation. Although tasks may be different among the students, members of group may still collaborate to achieve a goal. Flexible groupings are often used according to specific instructional purposes and common interest for short periods of time (Rawling, 1986).
Generally, teachers are responsible in providing rich learning environment, creating opportunities for students to work in groups, solving issues, sharing knowledge and responsibility. The roles of students are to discover concepts and apply skills by interacting with materials, technology, human and physical world. Rawling (1986) encourages learners to enquire actively into questions and issues, advocates for project methods, which he says enhances learner inquiry and the possibility of using a range of teaching methods and approaches.

Roberts (1996) observed that, classrooms that are work-centred and purposeful result in positive learner achievement as well as change in attitude. Other methods that foster interactive learning are question and answer. Aschner (1961), points out that questioning when effectively used in teaching may stimulate thinking activities namely; remembering, reasoning and creative thinking. Questioning can be active experiential rather than transmission.

In as much as teacher-dominated lessons have their own disadvantages, a learner being completely in charge of their lessons also has its disadvantages. The compromise is to integrate methods where teachers and students work jointly though the teachers should act as facilitators. This is true for no one learner is the same as the other hence individualized attention is necessary if all learners’ needs are to be catered for. This, therefore, calls for an integration of methods of instruction. Teachers ought to use path heuristic and expository strategies in anyone given lesson as both strategies have unique advantages, difficulties and defects.

Highest (1952) observes that a teacher who uses only one method is in danger of developing only one group of skills in his/her learners and only a part of his own
powers as an educator. Benoit (1982) also argues that the results of any one method are a function of the teacher’s motivation and the effort he/she has put into preparation of his teaching. Given the third world scenario where schools are poorly equipped, with basic resources missing, learners fully taking charge of their learning will take some time before being realized. For this to be true, equipment like computers, films, videos, and television sets, equipped geography rooms and programmed texts ought to be acquired.

Teachers are familiar with various kinds of teaching methods. However, there is some evidence that the most effective teachers are those who utilize a variety of strategies in their teaching (Flanders & Simon, 1969). Morine and Morine (1973) observed that, teaching behaviour seems to indicate relationship between teaching behaviour and learner achievement. However, they observe that if a good teacher should be encouraged to utilize a variety of strategies, no one kind of lesson is good for all purposes. This, therefore, calls for a teacher's initiative in using the most appropriate strategy for attainment of lesson objectives. According to Berliner and Gage (1976), "The teacher's job is to find ways within the framework of classroom teaching, in which different teaching methods, each with its own advantage for different purposes and different learners can be used.” By teachers using many different methods, they will provide learners with the kind of variation in teaching methods that will best serve the variety of objectives and learners.

In support of integrated strategies of teaching, Joubert (2001) pointed out that some strategies can help promote creative thinking but teachers need to develop a full repertoire of skills which they can adapt and apply to different situations. She observed experience is a determinant of teachers’ professional development by
adopting new suitable strategies. When teachers learn how to use many different methods, they provide students with the kind of variation in teaching methods that will best serve the variety of objectives and students.

According to Wamutitu (1991), Geography requires a multi-approach of teaching to be embraced by Geography teachers since it forms a distinctive body of knowledge. These strategies ought to differentiate the abstract, content and application in order to initiate full knowledge and understanding among students.

Achola (2003) points out that Geography teachers do not employ the use of fieldwork despite it being recommended in the curriculum.

### 2.5 The influence of Teaching Methodology on Performance

According to Bishop (1985), training of teachers, which is mainly attached to one’s qualification, goes a long way in equipping the teachers with knowledge and skills to enable them to handle the task ahead of them. Cropley and Dave (1978) have also observed that one necessary skill for teachers within the context of lifelong education is the capacity to make use of broad range of learning resources in order to foster themselves and their pupils, the ability to learn without the supervision of the teachers or the structures of the formal schooling.

A professional teacher has the required level of education and quality training (Shiundu & Omulando, 1992). Odundo (1999) observes that the complex nature of the teaching profession demands that all practising teachers are characterized with teaching styles, approaches, strategies and procedures that enable relate to different learning outcomes. Teaching methods that enable learners to actively participate in
their learning should be adopted instead of those that reduce them to passive recipients of knowledge (Curson 1990). In cases where teaching methods adopted are not consistent with learners’ preferred learning styles, discomfort sets in and interferes with the learning process hence acquisition of desired geographical knowledge is impaired.

Use of teaching methods should take cognizance of the learner’s preferred learning styles and balance with the less effective but popular methods of learning. The selection and arrangement of elements of a curriculum and the various ways in which they are introduced to the studies is the more specialized meaning of teaching method.

According to (Michael, 1987), the lecture method is probably the most popular and widely used teaching method. The method adopts too many different settings of small groups or large groups. In preparing the lectures, the teacher has to establish the objective and the desired outcomes, organize materials and plan productive classroom activities having meaningful examples.

Lecture method limits the chances of asking questions (Castello, 1991). Other teaching methods in geography include demonstration which stimulates student’s thinking, small group discussion which gives learners opportunities to express their opinions, role play among others which are used to provide a nourishing learning environment. Discovery methods are known to keep students motivated and aroused, aid cognition and enhance retention. These methods are not to be utilized in every lesson but rather, the teacher should choose the most appropriate method in line with the topic and the students.
2.6 Teachers’ Attitude on Students’ KCSE Geography Performance

The term attitude has been defined as an organized disposition to feel, perceive, think and behave towards a refinement or cognitive object in favourable or unfavourable manner (Triandis, 1971). Gallmore (1996) claims that teaching is influenced by cultural practice and changing cultural practices. The negative attitude jeopardizes professional standards by influencing effectiveness of teaching methods and performance of students (Osakwe, 2000; Okorodudu; 2006).

A teacher with negative attitude towards Geography, whether trained or not, affects the ability of students to acquire messages from the subject that they instruct leading to failure of achieving the objectives of learning. The achievement of learning objectives begins with the love of the subject and consequently the subject content (Okorodudu, 2006).

2.7 Challenges Facing the Implementation of Curriculum

Students acquire and apply knowledge through classroom and laboratory experience, fieldwork and community participation (Macalester, 2011). However, students inherit the perception from teachers that other subjects are not important (Nkosana, 1998). In a study involving secondary schools in Nairobi, Agwata (1996) revealed that students who had dropped economics heard that the subject was too difficult and abstract for their level. It is often true that the outcome in national examination is affected by the attitude towards the Geography subject which may caused by the abstract nature of its concepts and diagrams making it difficult to comprehend.

As identified by Wamutitu (1991), the broadness of the Geography syllabus has been a challenge. In Achola’s (2003) study, issues related to failure of completing
the syllabus due to wide coverage was the major reported challenge by teachers apart from inadequacy of teaching and learning resources.

Curriculum support is basic at the departmental, supervisory and administrative levels in schools. Inadequate curriculum support highly affects the implementation of Geography curriculum which can only be changed by the headteacher (Maoga, 2007). Effective curriculum implementation needs a continuous support which can be accomplished by training of key personnel. Maoga (2007) revealed that negative attitude among headteachers, students and teachers towards Geography form a big issue in terms of commitment and motivation in learning. Geography has three broad branches and branches which are practical such as fieldwork, photograph, interpretation, mapwork and statistical methods. Thus, due to diversity of the content, Geography needs enough time, personnel, finances, teaching and learning materials for instructors to be able to combine theories, content and application together which most schools lack.

Based on the resources, Maoga (2007) notes that better equipped schools are more likely to enroll more students in Geography than those poorly equipped. The issues related to adequacy of resources can be associated to headteachers’ effective allocation of funds. Lack of opportunities among teachers to enhance professionalism is a significant variable. Wamutitu (ibid) found that lack of opportunity to attend seminars and register long-term training among Geography teachers is one of the biggest challenges facing the implementation of Geography curriculum in most secondary schools. Achola (2003) revealed that short courses through seminars are relevant towards effective learning and implementing the curriculum.
2.8 **Summary Review of Related Literature**

The reviewed literature tries to show the position of Geography in the secondary school curriculum and the possible gaps which may have negative effects in the attainment of the subject objectives. It also shows the significance of teaching and learning resources in curriculum implementation, their availability and adequacy and effect on performance. The review also shows why the study was necessary. Studies have shown that curriculum designers rarely recognize the teachers’ contributions. With regard to the curriculum implementation, teachers directly put in work the curriculum as provided by the designer.

Nevertheless, it is essential to investigate the teachers’ plight in curriculum development in order to understand the contribution of teachers in the process. Adequacy of teaching-learning materials is discussed as the major issues facing the success of implementation of curriculum in Kenyan secondary schools.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This study aimed at investigating the implementation of Geography in public secondary schools in Ganze Sub-County. This section discusses the research design, study locale, target population, sampling techniques and sample size, research instruments and piloting. The chapter also discusses the procedures and methods that were used to analyze data.

3.2 Research Design
Descriptive survey design was used to explore the implementation of Geography programme in schools in Ganze Sub-County. Descriptive survey design is an effective way of obtaining pertinent and precise data related to the status of the phenomena and allows reporting the way things are on the ground. The use of descriptive survey was favoured for this study because it allows the researcher to study phenomena without manipulation of variables since this study involves human subjects. This method enabled the researcher to collect information on the state of affairs in the school without manipulating any variable.

3.3 Locale of the Study
This study was conducted in Ganze Sub-County in Killifi County, Kenya. Ganze is approximately 36 Kilometres from Kilifi town and has an approximate population of around 33,207. The location had been reporting a dismal performance in KCSE as shown by the exam analysis in Coastal Province. Hence this location was appropriate for the study.
This study sought to establish how Geography is being implemented in public secondary schools in Ganze Sub-County.

3.4 Target Population

Target population according to Brinker (1988) is a large population from which a sample is selected. The study targeted geography teachers and principals.

Table 3.1: Types of schools that will be targeted in Ganze Sub-County

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>NO. OF SCHOOLS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding (boys/)</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Boarding (girls)</td>
<td>2</td>
<td>9.5%</td>
</tr>
<tr>
<td>Mixed day/boarding</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Mixed day secondary</td>
<td>16</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2016)

3.5 Sample Size and Sampling Techniques

The researcher used stratified random sampling method to select 10 secondary schools in Ganze Sub-County from a total of 21 secondary schools in Ganze Sub-County. Among the selected ten schools, there was 1 boarding boys school, 1 boarding girls school, 1 mixed day/boarding school, and 7 mixed day schools which constituted 70% of the target population. Gay (1992) recommended that a minimum of 10% is adequate for a sample if the population is large. However, a relatively larger sample can be considered if the population is small and hence 10 schools, which represented 50% of the target population.
For each of the selected 10 schools, the schools had to have enrolled candidates for the last three years. The researcher solicited information from principals and Geography teachers selected from each school.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Total Population</th>
<th>Sample for Principals</th>
<th>Sample for Geography Teachers</th>
<th>Sample Percentage for Principals</th>
<th>Sample Percentage for Geography Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding (boys)</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Boarding (girls)</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>50%</td>
</tr>
<tr>
<td>Mixed day/boarding</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Mixed day secondary</td>
<td>16</td>
<td>24</td>
<td>7</td>
<td>16</td>
<td>43.75%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>39</td>
<td>10</td>
<td>26</td>
<td>47.62%</td>
</tr>
</tbody>
</table>

Source: Researcher (2016)

3.6 Research Instruments

The researcher used questionnaires and interview guides as research tools to collect information.

3.6.1 Questionnaires for Teachers

Questionnaire consisted of both open and close-ended items and used to obtain information from teachers about the resources they use in teaching Geography, teaching methods they usually employ and how they solve problems they face in handling the subject and other issues related to the subject from the administration.
The instrument was divided into four sections. Section A gathered data related to general information of the respondents like gender, age, professional qualification and teaching experience. Section B collected data related to availability and use of teaching and learning resources. Section C enquired on the teaching methods used by Geography teachers. Finally, section D collected data concerning the challenges facing Geography teachers in the implementation of the curriculum.

3.6.2 Interview Schedule for Principals

Interview guides were employed to gather information from the school principals of the sampled schools. According to Kerlinger (1973), in-depth information can be obtained through interviews rather than questionnaires since respondents are willing to communicate orally. The instrument consisted of 11 items which were open-ended. The use of interview guides assisted the researcher to clarify questions that were not clear to the respondents. In the case where interviews were used for clarification of the unclear information obtained through questionnaires, the information obtained using them was similar to the one obtained using questionnaires for both the teachers and the principals.

3.6.3 Observation Schedule

This instrument was used at school level. The researcher observed in each school the nature and adequacy of the different learning resources and physical facilities such as classrooms and library. This method was only employed in assessing the teaching resources available in each school.
3.7 Piloting

Piloting is necessary to ascertain the validity and reliability of the research instrument (Orodho, 2008). The researcher carried out a pilot study in one of the schools. A teacher and one principal were selected randomly to fill the questionnaire. The main aim was to help in determining the validity and reliability of the instruments and find out if the respondents understand.

3.7.1 Validity of the Instrument

Validity of the research instrument is the degree to which a test measures what it is supposed to measure. Validity was approved through expert judgment whereby the researcher sought assistance of research experts, experienced graduates and supervisors in order to help improve content validity of the instrument. The instruments were consequently adjusted based on the feedback of the research experts.

3.7.2 Reliability of the Instruments

Reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Mugenda & Mugenda, 1999). To enhance reliability of the instrument, a pilot study was conducted using a population with similar characteristics to the target population which was not involved in the final study. Split-half technique was employed in which the piloted questionnaires were into two equivalent halves. A correlation for the two halves was the computed using the formulae below:

\[ r = \frac{1 - 6(D)^2}{N(N^2 - 1)} \]
WHERE:

r = Correlation Coefficient
n = Sample
Σ = Summation of scores
D = Deviation

ii. **SH=2r, where:**

SH = Split half
R = Correlation Coefficient

A coefficient of 0.80 is good for questionnaires (Gay, 2003). The researcher was to consider anything close to it reliable.

### 3.8 Data Collection Procedures

The researcher sought an authority to carry out a study from the National Council for Science, Technology and Innovation (NACOSTI) before conducting the final study. County and Sub-County education offices were informed of the intended research project. Permits allowing the conduct of the study were handed-delivered to the respondents to ensure the respondents participated in the study without problems.

### 3.9 Data Analysis

The collected data were first edited, coded and summarized based on the specific categories for analysis. Descriptive statistics were used to analyze the data with the aid of Statistical Package for Social Sciences (SPSS). The analyzed data were presented using frequency tables, bar graphs and pie-charts. Qualitative data were organized using relevant themes based on the study objectives and discussed using
related literature reviewed. Inferences were made from the findings, conclusions and recommendations were made.

3.10 Ethical Considerations

Data collection began only after ethical approval had been obtained from NACOSTI and Ministry of Higher Education Science and Technology. Written informed Consent was obtained from the participating teachers following which the purpose of the study was explained to them and their assent obtained in order to allow only those who were willing to take part in the study.

The information recorded was kept confidential with no one except the principal investigator only having access to it. No names were recorded in order to keep the identity of respondents anonymous. Principals/teachers were informed that they have the right to participate in the study or terminate the interview if they do not wish to and that choosing to participate or not would affect neither them or their careers in future. They were also informed of the fact that there were no incentives or immediate benefits attached to participation in the research.
CHAPTER FOUR

PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This study aimed at investigating the implementation of Geography curriculum in public secondary schools in Kilifi County, Kenya. The researcher prepared twenty-six (26) questionnaires for Geography teachers and ten (10) interview guides for principals. The main purpose of the instruments administered to the respondents was to collect the data. The response level is summarized in the tables as will be discussed in depth later. Tabular layouts were used to facilitate presentation and analysis of data. The use of tabular layout would assist to quickly locate a figure and enable comparison of figures in different categories in a presentation.

For comparison, frequencies and percentages were used. This chapter, therefore, presents the data, its analysis and interpretation with regard to the research. Data presented and analyzed in this report were personally collected by the researcher and analyzed both qualitatively and quantitatively. Percentages and ratios were calculated, presented and discussed. Inferences from the content of the questionnaire were also drawn. Therefore, this chapter presents findings of the study as per the research objectives which include the following:

i) To establish the educational management support in Geography curriculum implementation.

ii) To determine the adequacy of teaching and learning resources in implementing Geography curriculum.

iii) To examine the approaches used in the implementation of Geography curriculum.
iv) To find out challenges Geography teachers face in the process of implementing Geography curriculum.

### 4.2 Questionnaire Return Rate

In this study, out of 26 Geography teachers sampled, all of them (100%) returned the questionnaires while out of 10 principals sampled 9 (90.0%) complied with the scheduled interview. The percentage return rate was averaged to about 97.22% which was considered adequate for analysis, drawing conclusions, making recommendations and generalization. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting. They further posit that a response rate of 60% is good and a rate of 70% and over is excellent, therefore the response for this research was excellent.

### 4.3 Demographic Information

This section of the study is set to establish personal data from twenty-six (26) Geography teachers and ten (10) principals. However, one (1) principal did not comply with the interview schedule. The respondents were required to indicate their demographic information as asked in the questionnaires.

<table>
<thead>
<tr>
<th>Table 4.1: Percentage of study sample</th>
<th>Group</th>
<th>Sampled</th>
<th>Responded</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>26</td>
<td>26</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>10</td>
<td>9</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>
4.3.1 Distribution of Respondents by Gender

Findings related to gender of teachers indicated that 20 (76.9%) were males and 6 (23.1%) were females. The data therefore show that there is gender disparity in the teachers who teach geography as a subject in secondary schools in Kilifi County.

When asked to indicate how teachers’ gender influence student decision in selecting Geography as one of the subjects to pursue and sit for its examination at four form level, respondents indicated that most male teachers tend to be hard on with Geography while female tend not to be involved in Geography as a subject. Gender influences the students’ decision especially the female student who would like to take up Geography as a subject but they have no inspiration or role models from the female teachers and hence this could affect students’ performance in the subjects.

![Figure 4.1: Distributions of teachers by gender](image)

Source: Researcher (2016)
The male/ female percentage of the principals involved in the study was on the other hand noted to be 88.9% (male) and 11.1% (female) respectively though no particular effect on Geography as a subject was attributed to this disparity.

### 4.3.2 Distribution of the Respondents by Age

The respondents were required to show their ages. The respondents were asked to indicate their ages. The findings are summarized in Table 4.2.

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29 Years</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>30-39 Years</td>
<td>13</td>
<td>50</td>
</tr>
<tr>
<td>40-49 Years</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>50 and above</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2016)

The results of the study indicated that 6(23.1%) of the teachers were between 20-29 years while 13 (50%) between the age of 30-39 years. The findings also indicated that 6(23.1%) were between 40-49 years and 1(3.8%) were 50 and above.

### 4.4 Respondents’ Academic Qualifications

Teachers were asked to indicate their education levels. The findings of the study indicated that 17(65.4%) of the teachers had Degree in Education, 1 (3.8%) had Masters of Education, 4 (15.4%) had Diploma in education. However, 4 (14.4%) were not trained. It can be deemed from the findings that most teachers were qualified to teach Geography since even the teachers had performed quite well in the subject at their O levels. For this study however, teachers with a diploma in
education were considered qualified, those with bachelor’s degree in education were considered to be highly qualified while those with master’s in education were considered very highly qualified in the various strategies of teaching. The findings are summarized in Figure 4.2.

Figure 4.2: Distribution of respondents by academic qualification

Source: Researcher (2016)

A big percentage of the teachers at 78% felt that teachers’ qualification influence students performance to a large extent while 20% indicated that it affected performance of students to a small extent. However, a small 2% indicated that teachers’ qualification did not influence performance at all. Better educated or trained teachers produce positive learning outcomes (Orodho; 1996).

It is also important to add that educated and trained teachers have the knowledge and ability to guide students because they are conversant with the necessary content and methods. Though some teachers did not consider highly qualified teachers as a factor of positive influence in performance, all teachers felt they required
professional courses in teaching, more workshops and seminars so as to enhance the implementation of Geography curriculum.

From the sampled respondents, most of those teachers who were not qualified were O’ level graduates who were engaged by schools board of management temporarily employed due to staff shortages arising from failure by TSC to post qualified teachers.

These findings conform to Songole (1999) who emphasizes that human resources are important in curriculum implementation and their attainment of syllabus objectives and that the problem of personnel finally influences performance in Geography and other subjects in schools.

Student - teacher ratio is a paramount issue in performance as an output of learning process in education. Gitonga (2012) opines that the teacher’s knowledge of the subject matter is a significant factor towards the improvement of students’ academic performance. In support of this notion, Ng’ethe (2004) further points out that teachers must know students based on their physical state, intellectual and psychological resources in order to boost performance in any examinations. This implies that they should be a manageable number of students per class.

4.5 Teaching Experience

The study found that 5(19.2%) of the teachers had taught for a period between 1-5 years while 8(30.2%) had taught for a period of between 6-10 years. The findings of the study further showed that 9(34.6%) of the teachers had taught in schools for a period between 11-15 years and 4(15.4%) had taught for over 15 years. These
findings imply that majority of teachers who participated in the interview had enough experience which was long enough to select appropriate methods of teaching Geography in schools. Commenting on experience, Glatfelter, Ladd and Vigdor (2006) advocated that less experienced teachers are less effective than those with more experience with respect to the implementation of curriculum in secondary schools. The findings are as shown in table 4.3.

**Table 4.3: Distribution of teachers by teaching experience**

<table>
<thead>
<tr>
<th>Teaching Experiences</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 Years</td>
<td>5</td>
<td>19.2</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>9</td>
<td>34.6</td>
</tr>
<tr>
<td>Over 15 Years</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Research (2015)

A newly employed teacher from college is mostly associated with lack of experience, instructional strategies and poor subject mastery. He / she must take time to acclimatize with the new school environment and the community. A maximum of three years’ experience is ideal (Gitonga, 2012). Therefore, lack of experience may pose fresh teachers fresh from colleges with challenges related to dissemination of information and content to students in class. This will definitely affect students performance.

A teacher who lacks instructional strategies because of lack of experience may lack the proper skills, subject mastery and inadequately use the best way of delivering the content to the learners due to lack of exposure and insufficient training. Experienced teachers can be able to understand students’ attitude towards Geography better than
the teacher freshers. They are able to use relevant teaching methodologies in the subject and coupled with long term experience, they may positively influence students KCSE performance.

### 4.6 Demographic Information of Students

It is worth noting that students did not complete any questionnaires or participate in interviews. Therefore, information about them was obtained from the teachers records. The findings revealed that only twenty-nine percent (29 %), out of the total number of students in Form Three and Four in the sampled schools, took Geography while the rest take History or Religion. Sixty-eight percent (68%) of the students who take Geography were males and only thirty two percent (32%) were females. The research therefore concluded that Geography was liked by more boys than girls. Majority of male students as observed by Agwata (1996) enroll in science subjects. They therefore select Geography because they perceive it as a science subject.

**Table 4.4: Demographic information on students**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Geography students Frequency (N)</th>
<th>Humanities (History and CRE) Frequency (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>187 (77.92%)</td>
<td>383.3 (43%)</td>
</tr>
<tr>
<td>Female</td>
<td>53 (22.08%)</td>
<td>461.7 (57%)</td>
</tr>
<tr>
<td>Total</td>
<td><strong>240 (100%)</strong></td>
<td><strong>810 (100%)</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher (2016)*

### 4.6.1 Students’ Attitude Towards Geography

According to the teachers, students of Geography strongly agreed that through Geography, one can acquire basic knowledge for career choice. They also agree that they enjoy Geography classes and reading Geography as well as strongly disagreeing
that Geography is only useful in boosting mean scores. This shows that students have a positive attitude towards Geography as a subject. However, comparing the performance of Geography and other humanities (History and government, CRE& IRE) shows the subject as having been performed poorly. This means that their failure culminates from much more than their attitude including but not limited to lack of relevant textbooks and other resources, Geography syllabus being too wide as compared to other humanities and History and CRE teachers being committed and stable in handling the subject and hence create confidence in the students.

Table 4.5: Comparison in form three and four students’ performance between Geography and other humanities

<table>
<thead>
<tr>
<th>Rating</th>
<th>Mean</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance in Geography is better</td>
<td>47%</td>
<td>42.7</td>
</tr>
<tr>
<td>Performance in other humanities (History, CRE &amp; IRE)</td>
<td>63%</td>
<td>57.3</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2016)

4.7 The Influence of School Principals on Students’ Performance in Geography

The first study objective was to establish the educational administrative and management support in Geography curriculum implementation. This can only be achieved by finding out the influence of school principals on students KCSE performance in Geography. Out of 10 sampled principals, 9 were interviewed and asked to rate performance of Geography in their school for the last three years. 48% of the principals rated their schools for the last three years’ performance as average, 13% rated theirs as good and 39 % as poor. The blame for the poor performance
according to the principals whose schools had performed poorly went to the teachers. They pointed out that some teachers especially teachers employed by the board of management, lack content mastery which make their students have negative attitude towards Geography. Though recognizing the vastness of Geography syllabus, almost all of the principals agreed that there was laxity among Geography teachers which lead to lack of syllabus coverage and thus poor performance. The figure below summarizes principals rating on Geography performance.

![Figure 4.3: Principals performance rating of Geography in their schools for the last three years](image)

Source: Researcher (2016)

The administrators (principals) interviewed claimed that they assist teachers on syllabus coverage by buying teaching materials such as revision books, maps, globes and inter school symposium for students. However, most of them stated that they lack money to finance fieldwork since the parents are unwilling to give out any extra fees for such activities. The effect of school principals on students achievement in Geography can therefore, not be under rated. Their styles of institution management can either motivate or demoralize the students and their teachers. Based on
determinants of students performance in Geography in their schools., principals pointed out that besides internal factors like laxity amongst students and incompetent teachers, there are external factors such as parental influence, non-conducive learning atmosphere at home and lack of enough time to complete their homework for the day scholars.

4.8 Availability of Teaching/Learning Resources for Teaching Geography

This study was geared towards establishing ways in which provision of teaching/learning resources influence students performance in Geography as one of its objectives. Teachers were required to rate the availability of resources in their schools. Findings are summarized in Table 4.6.

Table 4.6: Teachers perceptions on the adequacy of Teaching and Learning Resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Availability</th>
<th>Adequacy</th>
<th>Not adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Available</td>
<td>Not available</td>
<td>Adequate</td>
</tr>
<tr>
<td>Textbook</td>
<td>20 (76.9%)</td>
<td>6(23.1%)</td>
<td>18(69%)</td>
</tr>
<tr>
<td>Teachers’ guide</td>
<td>19(73%)</td>
<td>7(27%)</td>
<td>10(38%)</td>
</tr>
<tr>
<td>Photographs</td>
<td>10(38%)</td>
<td>16(62%)</td>
<td>9(34.6%)</td>
</tr>
<tr>
<td>Maps</td>
<td>18(69%)</td>
<td>8(31%)</td>
<td>16(62%)</td>
</tr>
<tr>
<td>Weather station</td>
<td>2(7.7%)</td>
<td>24(92.3%)</td>
<td>1(3.1%)</td>
</tr>
<tr>
<td>Models</td>
<td>6(23.1%)</td>
<td>20(76.9%)</td>
<td>3(11.5%)</td>
</tr>
<tr>
<td>Charts</td>
<td>17(65.4%)</td>
<td>9(34.6%)</td>
<td>5(19.3%)</td>
</tr>
<tr>
<td>Computers</td>
<td>6(23.1%)</td>
<td>20(76.9%)</td>
<td>23(88.5%)</td>
</tr>
<tr>
<td>Slides</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>Statistical tables</td>
<td>11(42.3%)</td>
<td>15(57.7%)</td>
<td>5(19.3%)</td>
</tr>
</tbody>
</table>

Source: Researcher, (2016)

Teachers were provided with a list of different facilities/resources used for teaching Geography and asked to show whether they were available. The study revealed that
textbooks were available as reported by 20 (76.9%). However, the textbooks were not sufficient enough to accommodate the large sizes of classes as shown by 8 (31%) of the respondents. The findings further indicated that guides were available at 19 (73%) but sufficient at 16 (62%). Photographs were indicated as available by 10 (38%) and sufficient by 17 (65/4%). Further, the findings indicated that maps were available as indicated by 18 (69%) and were not inadequate 10 (38%). Charts were also available by 17 (65.4%) but insufficient as indicated by 21 (80.7%). Computers were indicated as available by 6 (23.1%) but insufficient as indicated by 3 (11.5%). Slides were not available. Lastly statistical tables indicates as available by 11 (42.3%) but not adequate by 21 (80.7%).

Most of the secondary schools in Kilifi County have difficulties in teaching and learning facilities since they were not available, very inadequate or inadequate in most schools. Most important but unavailable resources are Geography classrooms, laboratory, text books and teaching aids. In some schools, though available, the physical conditions of the classrooms are deplorable. Classes play a significant role in teaching and learning process; for instance, if the roof is leaking or poorly ventilated, students are not comfortable and hence not willing to actively participate in learning.

Another problem associated with learning resources was outdated textbooks or textbooks geared for other education systems like IGSCE donated by sponsors within and without. Though these textbooks are available, they are not usable. Most teachers did not have access to electricity hence could not use TV or computers in passing information to the students. This research concludes that majority of schools lacked teaching/learning resources for teaching and learning Geography. Only a few
schools had the resources but were not adequate. According to MoEST (2003), most schools are deprived of textbooks, equipment and physical facilities necessary for curriculum implementation due to high enrolment rate in high schools but with no adjustment in facilities among schools. However, due to the provision of free secondary education by the government, conditions have improved though they are still far from being excellent. This implies that Geography curriculum was not properly implemented in most secondary schools due to shortages in teaching and learning resources.

4.9 The influence of Teaching Methodology on Performance

One of the objectives of this study was to determine ways in which teaching methodology influences students performance. The method that was mostly employed by the teachers was lecture method. Lecture method is either conducted in informal or formal manner. Formal involves giving instructions orally without active learning among students. On the other hand, active students’ participation is observed in informal lecture.

This study findings, recorded that teachers employ lecture method in teaching Geography class with a mean of 0.96. The teachers quite often (50%) use lecture method and often (46%). The least used methods are small group discussions and demonstration with a mean of 0.5 and 0.12 each respectively.

Question and answer method is moderately used. However, the mean is in this case is calculated using the quite often and often results only since they are the ones that portray the very users of particular methods. It was revealed teachers need to cover the wide Geography syllabus within the stipulated time may be the reason for using much of lecture method in Geography classes which leads to poor performance of
the subject. Callahan and Clark (1990) in their research found that lecture method keeps many learners in a passive mode, therefore leading to limited learning and it is not effective for complex or skill learning.

It was a complaint from all Geography teachers that school administration does not support the study of Geography through fieldwork because of lack of funds for the trips and that is why the method is rarely used. This then implies that many students were not exposed to fieldwork which enables students to have practical part of the subject (Nasibi2003). The table below presents that information.

Table 4.7: Teaching methods employed in teaching geography as rated by teachers (The mean presented covers quite often and often only)

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite often</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Often</td>
<td>12</td>
<td>46.0</td>
</tr>
<tr>
<td>Less often</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Small group discussion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite often</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>Less often</td>
<td>12</td>
<td>46.2</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Question and answer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite often</td>
<td>6</td>
<td>23.1</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>Less often</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Demonstration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quite often</td>
<td>1</td>
<td>3.9</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Less often</td>
<td>23</td>
<td>88.1</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Researcher (2016)
Most of the teachers rated performance of students in Geography in KCSE in their schools as either poor or average. In this case, teachers were free to select their own methods from the numerous methods available. However, scientific approaches would be prioritized in teaching and learning Geography just like other science subjects like Biology and Chemistry. In fact, teachers should discuss the content with the students and examine their learning rather than letting their students regurgitate the subject matter of the day’s lesson. According to Gitonga (2012), the use of heuristic method, where the students is actively involved in the learning process while the teacher is passive, in the teaching and learning of Geography should be highly prioritized. Methodology employed in teaching Geography has a great impact on students’ KCSE performance in Geography noting better that teachers should only facilitate learning rather than becoming the centre piece in learning.

In support to these findings, Achola (2003) revealed that teachers preferred small group discussion, question and answer, lecture, observation, individual assignments, research, demonstrations and talk and chalk approaches of teaching. Principals preferred such methods as groupwork, peer-teaching, assignments, symposiums, group presentations and question and answer methods in order of preference.

According to Brunner (1966), the foundation of learning is giving aids for reflecting the learnt content into a more practical way for further application in real life situation. To translate theory into knowledge and skill, practice is mandatory and this is possible when both natural resources in form of environment and teaching aids are used. Availability of resources will therefore, allow for a vast majority of teaching strategies that can translate in good performance.
4.10 Challenges Faced by Geography Teachers in the Process of Implementing Curriculum

Teachers were asked to identify challenges that they faced during implementation of Geography curriculum. The findings are presented in Table 4.8.

**Table 4.8: Challenges facing geography teachers in curriculum implementation**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective methods of teaching</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Inadequate teaching and learning resources</td>
<td>9</td>
<td>13</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Poor syllabus coverage due to wide Geography syllabus</td>
<td>10</td>
<td>12</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Setting and marking of Geography exams by KNEC</td>
<td>10</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Principal’s negative attitudes towards Geography</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Negative attitude towards Geography as a subject</td>
<td>7</td>
<td>13</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Poor mastery of Geography content among teachers</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Limited teachings skills and knowledge among Geography teachers</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Source: Researcher (2016)**

Findings in Table 4.8 revealed that respondents had a common agreement that failure to cover the syllabus and inadequacy of teaching/learning resources as the major issues affecting the implementation of Geography curriculum. The study findings further showed that implementation of Geography curriculum was influenced by unpredictable setting and marking of Geography examinations by the
Kenya National Examinations Council. Teachers disagreed that with such factors as ineffective teaching methods, poor mastery of subject content and limited teaching skills as the challenges facing the implementation of Geography curriculum in Kilifi County.

Principals added that effective implementation and performance in Geography in most schools was affected by such factors as insufficiency of teaching and learning resources, inadequate funds for fieldwork and limited time for Geography as a discipline.

4.10.1 Teachers Rating of Secondary School Geography Curriculum

Teachers rated the secondary Geography curriculum in secondary schools by 37% of them showing that the curriculum was wide. The study findings further revealed that 50% of the respondents reported that very wide, 8% fairly wide and 5% shallow. The results are presented in Figure 4.4.

Figure 4.4: Teachers Rating of Secondary Geography Curriculum

Source: Researcher (2016)
It is a fact that teaching ought to be carried out in a way that matches the contemporary trends in education. According to Maoga (2007), frequent in-service training among teachers should be encouraged due to inadequate training of Geography teachers. Thus, teachers were asked to state whether they had previously attended in-service trainings for Geography teachers. The study findings revealed that 57% had attended the training. Conversely, 43% had not attempted the trainings. In relation to these findings, Achola (2003) noted that in spite of the changes in curriculum of Geography, most teachers were not conversant with the modern trends of teaching Geography with respect to the current evaluation and setting layout by the KNEC.

![Attendance of In-service Training for Geography](image)

**Figure 4.5: Attendance of In-service Training for Geography**

*Source: Researcher (2016)*

### 4.10.2 Consultation of Teachers by KICD During Curriculum Development

It is only fair for teachers as the main implementers of a curriculum to be consulted while a curriculum is being developed all the way from the initial stages, piloting, to the last stage. However, this study found that consultation with KICD was not done during the development of curriculum as reported by teacher respondents (96.2%)
had not. Only (3.8%) indicated that they had been consulted. These findings are summarized in Figure 4.6.

![Figure 4.6: Consultation of Teachers by KICD during Curriculum Development](image)

Source: Researcher (2016)

On the other hand, principals agreed that most teachers were not given opportunities to participate in the development of curriculum as reported by 88.4% and only (11.6%) giving an affirmative answer. Nonetheless, they had a common agreement that involving teachers in curriculum development is very essential since it could allow teachers identify Strength, Weaknesses, Opportunities and Threats (SWOT) which could guide in adjusting their teaching methodologies. This could eventually help to ascertain weak areas in the curriculum for further amendment. This way, teachers could also be able to note the exclusions and inclusions of Geography curriculum, which is important to the curriculum implementers.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

A number of factors influencing implementation of Geography curriculum in Kilifi County have been investigated in this study. Some of the factors were raised by the objectives and research questions in chapter one of the study and discussed in details in the previous chapter. This chapter covers the summary of the study findings, conclusion, recommendations from research findings and suggestions for further research.

5.2 Summary of the Findings

The purpose of the study was to establish the effects of such factors such as involvement of geography teachers in the curriculum development process, the role of principals to improve performance in geography, availability and use of learning and teaching methods and resources by geography teachers and challenges facing geography teachers in the curriculum implementations process. The study was carried out in Ganze Sub- County of Kilifi County. The researcher used questionnaires to get information from the teachers and interviews of the principals.

5.2.1 Involvement of Geography Teachers in the Curriculum Development Process

The study findings showed that 96.2% of the teachers interviewed were not involved even though they believed that teachers’ role is essential in the procedure of curriculum development. Teachers explained that their involvement in the curriculum development was significant in that it enables teachers to identify the
necessary needs for curriculum implementation. Through active participation by teachers, weak areas could be detected earlier and further amendments made.

5.2.2 Role of the Principals in Geography Curriculum Implementation

The study finding that concerning the performance in geography in their schools is that 48% of the principals related their schools for the last three years as average 13% rated theirs as good and 39% as poor.

The principals pointed out that the teachers of geography needed a lot of training that teaching and learning resource should be adequate in schools so as to improve the performance in geography. The parents were also encouraged to provide conducive atmosphere at home and should give enough time to their children to complete their homework especially those in day schools.

5.2.3 Availability and Use of Learning and Teaching Methods and Resources by Geography Teachers.

The study revealed that such teaching and learning resources as textbooks, teachers guides, photographs, maps and charts were available in secondary schools but were inadequate. Nevertheless, crucial facilities like computers, statistical tables, weather stations, slides and films were not available in most schools in Kilifi County. The available resources were sufficiently put in use. To a large extent, question and answer and discussion methods were employed. Other methods of teaching used include, group work, assignments, symposiums between schools, peer teaching and group presentation. Demonstration method is also used to a lesser extent though fieldwork is not used at all in most schools.
5.2.4 Challenges Facing Geography Teachers in the Curriculum Implementation Process

Challenges revealed to face teachers in the curriculum implementation process include; failure to complete Geography syllabus which was generally wide, insufficiency of teaching/learning resources, lack of knowledge of how marking is conducted at the KCSE level relative to curriculum coverage are; inadequate funds for trips for fieldwork and inadequate time allocation for Geography as a subject in the school timetable despite its wide syllabus.

5.3 Conclusions

Based on the objectives and findings of the study, the following conclusions have been made. The findings have shown that quite often use of lecture method by Geography teachers in classes leads to poor performance in the subject. Lecture method keeps many learners in a passive mood, leading to limited learning; thus it is not effective for complex or skill learning. Lack of provision and inadequacy of teaching/learning resources like Geography textbooks, Audio Visual Aids, library, geography room and laboratory/ computers and programmes is a major contribution to the poor performance in Geography in Kilifi County. Many schools do not take geography fieldwork as part of syllabus coverage but as tours. Students are, therefore, not exposed to practical part of Geography subject.

Principals’ poor styles of management in the institutions demoralize the students and Geography teachers and thus influence poor performance in Geography and other subjects. It is their responsibility to guide the parents and students on external factors like parental influence, non-conducive learning atmosphere in school and at home and lack of time to complete homework because all these factors lead to poor
performance in Geography. Students’ however, have positive attitudes towards Geography and this can lead to improvement in performance if teachers encourage their students to improve in Geography because it is as important as other subjects.

5.4 Recommendations

For appropriate and successful implementation of Geography curriculum the following recommendations need to be put in place according to the findings of this study:

i) Fieldwork should be adequately budgeted for by the principals in order to break the monotony of teaching in classroom. This would enhance practical and understanding of the world among the students.

ii) Teachers should be invited and trained to be KNEC examiners to enlighten teachers on the marking system. This should be done through seminars and workshops towards updating teachers in terms of skills and current knowledge related to contemporary geography issues for effective curriculum implementation.

iii) Geography teachers should employ a repertoire of methods when teaching of Geography to enhance understanding by the students. The teaching methodologies should be diversified to cater for the needs of the students. To achieve this, experienced Geography teachers should mentor the newly employed teachers and be role models to them based on the syllabus coverage in order to promote effective curriculum implementation.

iv) Teachers’ contributions to curriculum development have been recognized as important. Therefore, teachers should be involved in curriculum development process apart from implementation. This would make teachers to identify the
strengths and weaknesses of the curriculum calling for amendments. For instance, narrowing the topics accordingly and reducing the bulky topics would enhance syllabus coverage thus promoting effective implementation of the curriculum.

5.5 **Suggestions for Further Research**

The following are suggested for further research:

i) An evaluation on the role played by other stakeholders such as parents and the entire community in children’s school life especially in support and encouragement to perform better in Geography.

ii) Analyzing challenges facing implementation of Geography syllabus in other counties in the entire country to find out whether similar results are obtainable.

iii) Comparing and contrasting challenges and successes in the implementation of Geography curriculum in rural and urban schools.
REFERENCES


Ng’ethe, J. M (2004). Investigation into challenges the primary school head teach


APPENDIX

APPENDIX I: COVER LETTER

FEBRUARY, 2016

Dear Madam/Sir

Re: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

Currently, I am a Master of Education (M.Ed.) student at Kenyatta University, required to submit as part of my research work assessment. I intend to carry out a project on “IMPLEMENTATION OF GEOGRAPHY CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN GANZE SUB-COUNTY IN KILIFI COUNTY, KENYA”. To accomplish this, you have been chosen to take part in the study. I kindly request you to fill the attached questionnaire giving honest response. This information will be purely used for academic purposes. The information given will be treated with utmost confidence and not published. You will not be required to write down your name, neither of your institution. Your assistance and cooperation will be highly appreciates.

Thanks in advances.

Yours faithfully.

BKM
Beatrice K.Mose
Kenyatta University.
### APPENDIX II: OBJECTIVES AND RESEARCH QUESTIONS

<table>
<thead>
<tr>
<th>STUDY OBJECTIVES</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) To establish the Educational management support in Geography curriculum implementation.</td>
<td>i) To what extent does educational management affect the implementation of Geography?</td>
</tr>
<tr>
<td>ii) To determine availability and adequacy of teaching and learning resources.</td>
<td>ii) What are the teaching and learning resources available for implementation of Geography curriculum?</td>
</tr>
<tr>
<td>iii) To establish the methods used in implementation of Geography curriculum.</td>
<td>iii) Which are the methods used in the implementation of Geography?</td>
</tr>
</tbody>
</table>
APPENDIX III: QUESTIONNAIRE FOR TEACHERS

SECTION A: RESPONDENT’S GENERAL INFORMATION

1. GENDER: Male [ ] Female [ ]

2. Age bracket (years) 21-25 [ ] 36-50 [ ] 51 And above [ ]

3. What is the highest professional qualification?
   M.Ed. (Masters of Education) [ ] BED (Bachelor of Education) [ ]
   Dip Ed (Diploma in Education) [ ] Untrained [ ]
   Any other specify .................................................................

4. Teaching experiences..................................................

SECTION B: AVAILABILITY AND USE OF TEACHING AND LEARNING RESOURCES

5. How would you rate the time allocated for teaching Geography in the school timetable given the following options:
   Very adequate [ ] Inadequate [ ]

6. The following are some of the resources used in teaching and learning Geography in secondary schools. Please indicate whether they are available and their level of adequacy in your school.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Availability</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook</td>
<td>Available</td>
<td>adequate</td>
</tr>
<tr>
<td>Teachers guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weather station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>charts</td>
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<td>slides</td>
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<tr>
<td>computers</td>
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<tr>
<td>statistical tables</td>
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<tr>
<td>films</td>
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</tbody>
</table>
7. The following are some of the teaching and learning resources used in teaching and learning Geography in secondary schools. Please indicate the extent of use of the resources in your school.

<table>
<thead>
<tr>
<th>Resources</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Textbooks</td>
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<tr>
<td>Teachers guide</td>
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<tr>
<td>Photographs</td>
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<tr>
<td>Maps</td>
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<tr>
<td>Weather station</td>
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<tr>
<td>Models</td>
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<tr>
<td>Charts</td>
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<tr>
<td>Statistical table</td>
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<tr>
<td>Geography laboratory</td>
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<tr>
<td>Environment</td>
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<tr>
<td>Films</td>
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</tbody>
</table>

SECTION C: TEACHING METHODS USED BY GEOGRAPHY TEACHERS

8. How would you rate Geography curriculum in secondary schools given the following options?

Shallow [ ] Fairly wide [ ]

9. Do you think that your training adequately prepared you for teaching Geography?

Yes [ ] No [ ]

10. Have you attended any in-service training related to Geography teaching?

Yes [ ] No [ ]

If yes, briefly explain the benefits you gained from the training. 

...........................................................................................................................................
11. The following are some of the teaching methods used by Geography teachers in secondary schools. Please indicate the extent to which each of the methods is used in your school.

<table>
<thead>
<tr>
<th>Teaching methods</th>
<th>1 Very large extent</th>
<th>2 Large extent</th>
<th>3 Moderate</th>
<th>4 Small extent</th>
<th>5 No extent at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td></td>
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<tr>
<td>Exposition</td>
<td></td>
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<tr>
<td>Demonstration</td>
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<tr>
<td>Fieldwork</td>
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<tr>
<td>Discussion</td>
<td></td>
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</tbody>
</table>

12. What other method do you use in teaching Geography? .................................................................

..........................................................................................................................................................

13. How often do principals visit your class to evaluate the implementation of the curriculum?
   Once a term [    ] Any other .................................................................

14. The following are some statements on principals participation in curriculum implementation. Please indicate the level of your agreement with each of the statements.
   Strongly agree [    ] Agree [    ]
   Neither agree nor disagree [    ] Disagree [    ]
   Strongly Disagree [    ]

15. Please indicate other ways in which principals have contributed in their attempt to ensure that geography curriculum is fully implemented in schools?..................

..........................................................................................................................................................

16. What is the level of involvement of the school administration in ensuring that Geography curriculum is fully implemented in schools given the following options;
   Very large extent [    ] Small extent [    ]

Briefly explain the answer...........................................................................................................................................
SECTION D: CHALLENGES FACING GEOGRAPHY TEACHERS IN THE IMPLEMENTATION OF THE CURRICULUM.

17. The following are some of the statements on the challenges facing Geography teachers in the implementation of the curriculum. Please indicate the level of your agreement with each of the statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective methods of teaching Geography</td>
<td></td>
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<tr>
<td>Incomplete school syllabus</td>
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<tr>
<td>Inadequate teaching &amp; learning resources</td>
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<tr>
<td>Setting and marking of Geography by KNEC</td>
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<tr>
<td>Negative attitude of the principals towards Geography</td>
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<tr>
<td>Negative attitude of the students towards Geography</td>
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<tr>
<td>Poor mastery of the content among Geography teachers</td>
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<tr>
<td>Limited teaching skills by teachers</td>
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</tbody>
</table>

18. What other challenges do you face while implementing Geography curriculum?

................................................................................................................................................
................................................................................................................................................

19. What would you recommend to be done to improve Geography curriculum implementation in secondary schools?

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
APPENDIX IV: INTERVIEW SCHEDULE FOR THE PRINCIPALS

1. How long have you served as school principal in this school? ................................

2. How can you rate the performance of Geography in this school for the last three years? Good [ ] Average [ ] Poor [ ]

3. To what extent would you say that Geography syllabus is covered effectively and on time?

4. What measures do you take to ensure that Geography syllabus is covered effectively and on time?

5. How would you rate the attitude of students towards Geography compared to the other humanities (History and Government, C.R.E)

6. Do you provide teachers with the teaching and revision materials, maps, globes, marking schemes, inter-school symposiums etc needed for proper implementation of Geography curriculum?

7. Do you set aside funds for Geographical trips for students doing Geography field work?

8. a) How often do your Geography teachers attend in-service courses?
    b) When did they attend the last in-service course?

9. What factors influence students’ performance in Geography in your school?

10. What measures do you suggest could be taken to improve performance in Geography in your school?

11. Do you inspect the kind of teaching aids, resources and instructional materials teachers use in teaching Geography in your school?
APPENDIX V: MAP OF KILIFI COUNTY
APPENDIX VI: RESEARCH AUTHORIZATION LETTER
FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/23852/2012
DATE: 19th May, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MOSE KEMUNTO BEATRICE – REG. NO. E55/CE/23852/2012

I write to introduce Ms. Mose Kemunto Beatrice who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management Policy and Curriculum Studies.

Ms. Mose intends to conduct research for a M.Ed Project Proposal entitled, “Implementation of Geography Curriculum in Public Secondary Schools in Kilifi County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VII: RESEARCH AUTHORIZATION LETTER
FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Ref. No. NACOSTI/P/17/96965/16605 Date: 28th April, 2017

Beatrice Mose Kemunto
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Implementation of Geography curriculum in public secondary schools in Kilifi County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Kilifi County for the period ending 28th April, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Kilifi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

[Signature]
BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.
APPENDIX VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. BEATRICE MOSE KEMUNTO
KENYATTA UNIVERSITY, 432-58-100
Nairobi, has been permitted to conduct research in Kilifi County
on the topic: IMPLEMENTATION OF A RAPID CURRICULUM IN PUBLIC SECONDARY SCHOOLS IN KILIFI COUNTY, KENYA
for the period ending: 28th April, 2018

CONDITIONS
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that will lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit in the event of any future cancellation of your previous permit.

Director General
National Commission for Science, Technology & Innovation

Republic of Kenya

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT

Serial No. 13823

CONDITIONS: see back page